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ABSTRACT

This report to the Florida State Legislature answers questions posed by the Joint Legislative Auditing Committee regarding the gifted and talented program in elementary and secondary schools. Questions address: identification of districts offering the program only for specific grade levels, effects of delaying the identification and placement of students until third grade, the effects of a funding cap on this delaying practice, minority/gender status of student participants, and impact of gifted student test scores on school-wide assessment measures. Administrators indicated that, in an attempt to respond to future enrollment caps, participation of kindergarten through second grade students in the gifted program may be further reduced. Program analysis indicated that the percentage of minority students in gifted programs in districts implementing Plan B (which focused on increasing minority participation) has increased nine percent over the past 5 years. Preliminary data indicated that few additional schools would have been reported as "critically low" or on a warning list if the scores for gifted students had been excluded from educational assessment data. An appendix shows the number of gifted children by grade for every Florida school district. (CR)

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FLORIDA LEGISLATURE

OFFICE OF PROGRAM POLICY ANALYSIS AND GOVERNMENT ACCOUNTABILITY

INFORMATION BRIEF
OF

FLORIDA'S K-12 GIFTED PROGRAM

March 29, 1996

EC 304954

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John W. Turcotte
Director

The Florida Legislature

OFFICE OF PROGRAM POLICY ANALYSIS AND GOVERNMENT ACCOUNTABILITY

March 29, 1996

The President of the Senate,
the Speaker of the House of Representatives,
the Legislative Auditing Committee,
the Senate Ways and Means Committee,
the House Appropriations Committee,
the House Education Committee, and
the Senate Education Justice Committee

This Information Brief is the first of two briefs that address issues related to Florida's K-12 gifted program. As described in our approved workplan, this project addresses issues requested by the Chairperson of the House of Representatives Committee on Education.

More specifically, this project examines Department and district practices and procedures used to identify and place students in the gifted program. It also examines the effects of capping enrollment in the gifted program and addresses how many more schools would have been reported as "critically low" or on a warning list if the scores for gifted students had been excluded from the data.

If I may be of any further assistance please call me.

Respectfully yours,

John W. Turcotte
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FLORIDA'S K-12 GIFTED PROGRAM

Abstract

Our preliminary review of Florida's K-12 gifted program found that:

- **Factors that affect the distribution of gifted FTEs across grade levels include teachers' philosophies, number of school psychologists, and student choice.**
- **School districts are delaying the identification and placement of gifted students until grade 3. In fiscal year 1995-96, nine school districts did not have any gifted FTEs in grades K-2.**
- **District administrators indicated that in an attempt to respond to future enrollment caps, participation of K-2 students in the gifted program may be reduced.**
- **Delaying the identification and placement of gifted students until grade 3 has both positive and negative effects.**
- **Twenty four school districts operate a K-8 gifted program, but do not offer gifted programs at the high school level.**
- **The percentage of minority students in gifted programs in districts with Plan B has increased 9% over the past five years. It is unclear if the increase is a result of Plan B.**
- **The percentage of minority students in gifted programs statewide increased from 13% in the 1990-91 school year to 22% in the 1995-96 school year.**
- **Gender does not affect enrollment in the gifted program.**
- **Preliminary data indicates few additional schools would be reported as critically low or on the warning list if gifted student test scores were excluded.**

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INTRODUCTION Purpose, Background, and Methodology

Purpose

The purpose of this brief is to provide the Legislature with information about the gifted program in Florida's public schools. The Chairperson of the House of Representatives Committee on Education requested, through the Joint Legislative Auditing Commmittee, that the OPPAGA address specific issues. This is the first of two briefs that address the Committee's specific information request on the gifted program. We addressed the following questions and issues in this brief:

(1) What policies and procedures account for the fluctuation in program membership from grades K-12?

(2) Identify the districts that have a policy or practice of delaying the identification and placement of students in the gifted program until grade 3. Does this mean that districts are deferring the identification of children until grade 3?

(3) If a funding cap is placed on the program based on the statewide percentage of students identified as gifted and the average FTE, would this delaying practice be expected to increase or decrease?

(4) Can any conclusions be drawn regarding the effect of delaying the identification and placement of gifted students until grade 3?

(5) Identify the districts that operate a K-8 gifted program, but do not offer gifted programs at the high school level.

(6) Analyze and report on the most recent program membership data which shows the impact of Plan B on the student demographics of the program.

(7) Using a five-year span, quantify the number and percent of minority students in the gifted program compared to the number and percent of non-minority students in the gifted program.

(8) Using a five-year span, quantify the number of students enrolled in the gifted program by gender.

(9) How many more schools would have been reported as "critically low" or on a warning list if the scores for gifted had been excluded from the data?

Background

Chapter 228, F.S., requires the state's public school system to provide 13 consecutive years of instruction, beginning with kindergarten, for all children, including exceptional students. The law defines an exceptional student as any child or youth who has been determined eligible for a special program in accordance with State Board of Education Rules. Florida includes gifted students in its Exceptional Student Education (ESE) Program.

Education for learners who are gifted has been included within exceptional student education by the Florida Legislature since 1968. Rule 6A-6.03019, F.A.C., defines a gifted student as one who has superior intellectual development and is capable of high performance. Students are eligible for the gifted program if the student meets one of the following criteria:

1. The student demonstrates need for a special program, has a majority of characteristics of gifted students according to a standard scale or checklist, has superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence; or

2. The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students. [1]

[1] Florida rule defines under-represented groups in programs for gifted as groups whose racial/ethnic backgrounds are other than white non-hispanic, or who are limited English proficient, or who are from a low socio-economic status family.

Florida statutes provide that each public school district is responsible for identifying eligible students, determining the educational needs of those students, and providing an appropriate program of special instruction, facilities, and services for exceptional students, including the gifted. In fiscal year 1994-95, the state allocated $144 million to serve 28,000 FTE students in the gifted program. The gifted program is a part-time program. The actual number of students served in 1994-95 was 78,000.

Methodology

To answer the questions posed regarding Florida's K-12 gifted program, we reviewed the State Board of Education's rules to identify the criteria used to identify gifted students and reviewed Department of Education gifted program documents. We interviewed 16 school district gifted program coordinators and Department of Education staff. We interviewed district gifted program coordinators and Department of Education staff to determine why districts typically have few gifted students in grades K-2 and 9-12.

We reviewed the Department's Full-Time Equivalent Student (FTE) counts by grade data for fiscal year 1994-95 through 1995-96 to determine the number of gifted FTEs by grade level for each district. In addition to FTE data, we further identified the total number of actual students in the gifted program by district for fiscal year 1990-91 through fiscal year 1995-96 to determine the impact of Plan B on the participation of underrepresented student population groups in the gifted program. [2] We reviewed a Department simulation test that estimated the impact gifted students have on school performance.

We discussed our preliminary information with Department of Education staff. However, due to time constraints, we were unable to provide the Department with a written

[2] In 1991, the Department of Education adopted a rule known as Plan B to encourage school districts to develop innovative strategies to increase the number of under-represented students in gifted programs.

copy of our draft report or to allow the Department an opportunity to prepare a formal response to be published with this report.

Answers to Questions about Florida's Gifted Program

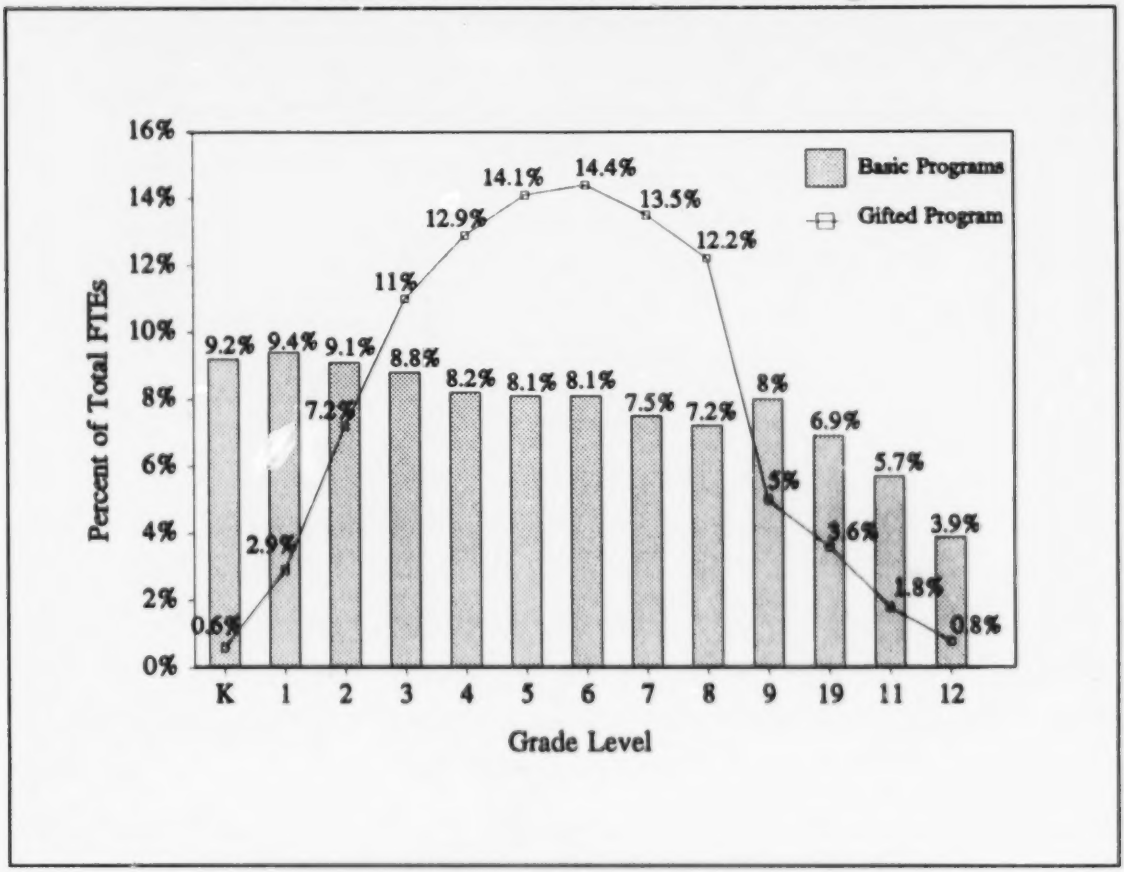
Question 1

What policies and procedures account for the fluctuation in program membership from grades K-12?

Several policies, procedures, and practices affect the distribution of gifted FTEs across grade levels. These policies, procedures, and practices include teachers' philosophies of when it is appropriate to place young students in the gifted program, administrative backlog in testing and evaluation for placement, and middle and high school students' preference for other programs in place of the gifted program.

School districts generally have many fewer gifted FTEs in grades K-2 and 9-12 than they have in grades 3-8. In fiscal year 1995-96, the percent of total state gifted FTEs in grades K-2 and 9-12 combined was 22% compared to 78% in grades 3-8. Across all grade levels, the highest number of gifted FTEs occurs in grades 5 and 6. Furthermore, enrollment for the program by grade level does not reflect the enrollment for basic K-12 programs. See Figure 1 for a breakdown of the total state FTEs for the gifted program by grade level as compared to regular basic K-12 programs FTEs by grade level.

Figure 1
Program Enrollment for the Gifted Program by Grade Levels Does Not Reflect the Enrollment for Basic K-12 Programs



Source: Office of Program Policy Analysis and Government Accountability analysis of Department of Education data.

We interviewed exceptional education staff in 16 school districts to determine why school districts have fewer gifted FTEs in grades K-2. District staff gave both philosophical and administrative reasons for fewer gifted FTEs in grades K-2. District staff indicated that teachers generally assume a lot of the responsibility for referring students for testing and placement into the gifted program. Teachers may be reluctant to refer students for placement into the gifted program until they have a chance to become familiar with a student and his or her talents and capabilities. By doing so, teachers believe that they can more

accurately refer students for placement into the gifted program. Furthermore, district staff stated that teachers may believe that some students are not mature enough to take the placement tests in kindergarten and first grade. Some elementary school teachers also believe that students in kindergarten through the second grade have growth and socialization needs that must be met prior to being placed in a gifted program. Finally, district staff indicated that school districts have a limited number of school psychologists available for evaluating students for ESE programs. As a result, in many counties, school psychologists have a testing or evaluation backlog for identifying and placing gifted students. According to district staff, this may be exacerbated by the fact that identifying students for placement in the gifted program may not be seen as critical as identifying students for placement in some of the other exceptional student education programs, such as hearing impaired and specific learning disability.

School districts have fewer gifted FTEs in grades 9-12 than they have in grades 6-8. In fiscal year 1995-96, school districts (statewide) had 11% of their total gifted FTEs in grades 9-12 compared to 40% in grades 6-8. There are 24 districts operating K-8 gifted programs that are not operating 9-12 gifted programs. [3] School districts gave the following reasons: student needs are met through other programs (such as advanced placement), and students choose not to participate in the gifted program.

[3] Holmes County School District was excluded from our analysis because it did not have any gifted FTEs in fiscal year 1995-96 for grades K-12.

Question 2

Identify the districts that have a policy or practice of delaying the identification and placement of students until grade 3.

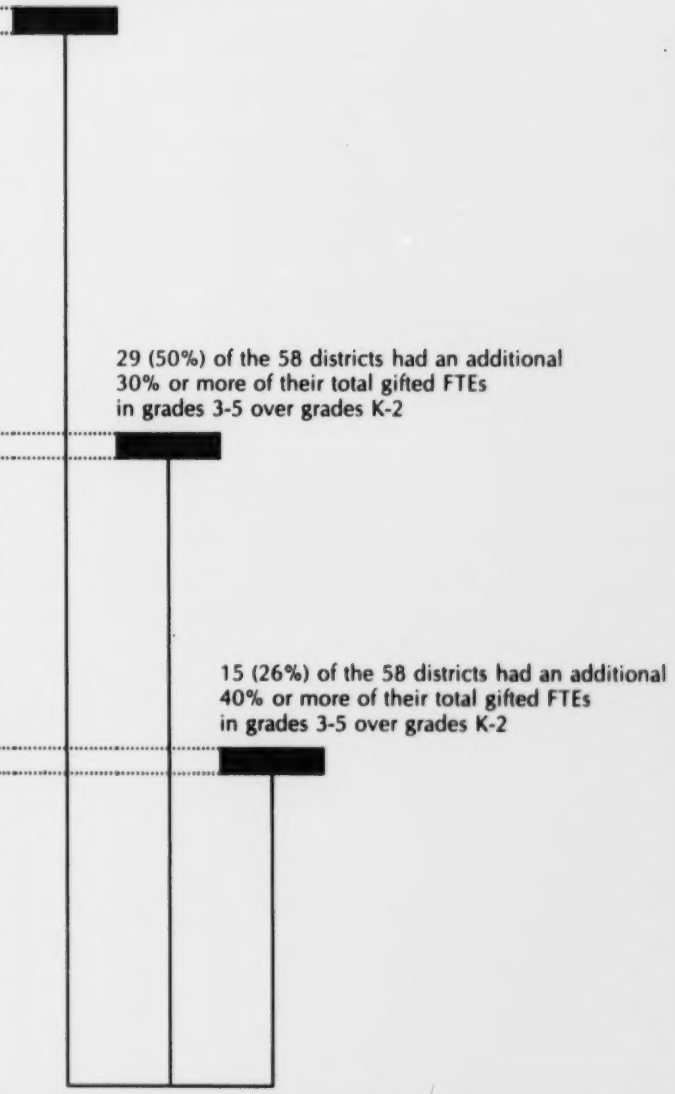
All school districts are (to some extent) delaying the identification and placement of gifted students until grade 3. Nine school districts did not have any gifted FTEs in grades K-2. Of the 58 districts with gifted FTEs in grades K-2, 48 have significantly more of their gifted FTEs in grades 3-5 than in grades K-2.

According to Department data, to some extent, all school districts delay the identification and placement of gifted students until grade 3. Nine of the school districts did not have any gifted FTEs in grades K-2: Bay, Franklin, Glades, Hamilton, Holmes, Lafayette, Liberty, Okaloosa, and Washington. Of the nine districts with no gifted FTEs in grades K-2, Okaloosa is the only district that has a policy of delaying the identification and placement of gifted students until grade 3. In Bay County, the district does not have a policy of delaying placement until the 3rd grade; however, according to district staff, the teachers have an "unwritten" practice of delaying until the third grade. Holmes County does not have a gifted program at any level. In the other six districts, the occurrence of gifted students at a particular grade level is more a function of these districts' extremely small student populations than a specific district policy or practice. Seven of the nine school districts with no gifted FTEs in grades K-2 had fewer than six total gifted FTEs for the entire school district.

The 58 districts that have gifted FTEs in grades K-2 generally have fewer gifted FTEs in grades K-2 than in grades 3-5. In fiscal year 1995-96, school districts had a range of 0% to 22% of their total gifted FTEs in grades K-2 and a range of 15% to 85% gifted FTEs in grades 3-5. Figure 2 displays a breakdown of the districts into three groups based on the difference in their total FTEs in grades K-2 and grades 3-5. Gadsden County had the lowest percent difference (7%) between gifted FTEs in grades K-2 and grades 3-5. Dixie County had the highest percent difference (71%). Finally, 48 districts have an additional 20% or more of their total gifted FTEs in grades 3-5 over K-2.

Figure 2
Of the 58 School Districts With Gifted FTEs in Grades K-2, 48 Districts Have an Additional 20% or More of Their Total Gifted FTEs in Grades 3-5 Over K-2

District	Gifted FTEs in Grades K-2	Gifted FTEs in Grades 3-5	Difference
Gadsden	9%	16%	7%
Bradford	10%	20%	10%
Seminole	3%	15%	12%
Taylor	11%	24%	13%
Palm Beach	22%	36%	14%
Hernando	3%	18%	15%
Charlotte	5%	23%	18%
Nassau	5%	23%	18%
Orange	6%	25%	19%
Brevard	5%	24%	19%
Gulf	5%	25%	20%
Osceola	5%	25%	20%
Duval	9%	31%	22%
Collier	5%	27%	22%
St. Lucie	5%	30%	25%
Sarasota	11%	36%	25%
Pinellas	13%	38%	25%
Madison	10%	35%	25%
Hillsborough	15%	41%	26%
Leon	4%	31%	27%
Baker	2%	29%	27%
St. Johns	9%	36%	27%
Broward	4%	31%	27%
Columbia	5%	32%	27%
Volusia	9%	37%	28%
Hendry	15%	43%	28%
Escambia	9%	37%	28%
Citrus	5%	34%	29%
Highlands	16%	45%	29%
Dade	14%	45%	31%
Lake	2%	34%	32%
Okeechobee	5%	37%	32%
Clay	6%	38%	32%
Union	9%	41%	32%
Marion	12%	44%	32%
Lee	11%	44%	33%
Indian River	7%	42%	35%
Manatee	12%	47%	35%
Flagler	1%	36%	35%
Calhoun	3%	38%	35%
Alachua	11%	47%	36%
Walton	4%	40%	36%
Gilchrist	7%	44%	37%
Suwannee	1%	41%	40%
Desoto	10%	51%	40%
Sumter	9%	49%	40%
Polk	10%	51%	41%
Levy	8%	49%	41%
Monroe	9%	50%	41%
Santa Rosa	6%	53%	47%
Putnam	12%	60%	48%
Martin	7%	60%	53%
Wakulla	7%	61%	54%
Jackson	8%	66%	58%
Pasco	0%	65%	65%
Hardee	1%	69%	68%
Jefferson	5%	75%	70%
Dixie	15%	85%	71%


48 (83%) of the 58 districts had an additional 20% or more of their total gifted FTEs in grades 3-5 over grades K-2
29 (50%) of the 58 districts had an additional 30% or more of their total gifted FTEs in grades 3-5 over grades K-2
15 (26%) of the 58 districts had an additional 40% or more of their total gifted FTEs in grades 3-5 over grades K-2

Source: Office of Program Policy Analysis and Government Accountability analysis of Department of Education data.

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We interviewed gifted program directors in 16 districts to identify why school districts delay the identification and placement of gifted students until grade 3. The primary reasons given by district staff for the delay are:

- Teachers are reluctant to refer students for placement into the gifted program until they have a chance to become familiar with the students their talents and capabilities. Teachers believe that by delaying referral, they can more accurately refer students for placement into the gifted program. Furthermore, some students may not be mature enough to take the placement tests in kindergarten and first grade. If a child is tested for the gifted program too early and does not pass the test, it may have a negative impact on the child's self image.

- Some elementary school teachers and administrators believe that students in kindergarten through the second grade have growth and socialization needs that must be met first. Very young children must be able to acclimate themselves to the overall structure of a school environment prior to being placed in a gifted program.

- Schools have a limited number school of psychologists available for all ESE programs. As a result, in many counties, school psychologists have a testing or evaluation backlog for identifying and placing gifted students. This backlog problem may be further exacerbated by the fact that identifying students for placement into the gifted program may not be seen as being as critical as identifying students for placement in some of the other exceptional student education programs, such as profoundly handicapped and specific learning disabilities. According to district staff, Palm Beach County has a relatively high number of students placed in a gifted program at the kindergarten level because many of the parents there have the resources to have their children evaluated by the private sector.

Question 3

If a funding cap is placed on the gifted program based on the statewide percentage of students identified as gifted and the average FTE, would this delaying practice be expected to increase or decrease?

District administrators indicated that in an attempt to respond to future enrollment caps, participation of K-2 students in the gifted program may be reduced.

During the 1994-95 legislative session, the legislature established limits on the number of FTEs that school districts may have for four ESE programs, which included the gifted program. These legislative limits were calculated by determining the state average of the unweighted FTE (UWFTE) for the individual program as a percentage of the state's total UWFTE for grades K-12 and using a multiplier of 1.75 to accommodate differences among districts. The calculated limits are applied to these programs, thereby reducing each district's requested UWFTE to the calculated limit. The calculated limit for the gifted program in fiscal year 1995-96 was 2.45% of a district's total UWFTE. Only three districts (Hillsborough, Leon, and Sarasota) were affected by the cap in fiscal year 1995-96.

District staff stated that teachers believe there are legitimate reasons for delaying the identification and placement (at least for some students) of gifted students until the end of first or second grade. Capping program funding may cause districts to make choices about program usage that were not necessary in previous years. Given that teachers may view the gifted program as more appropriate beginning in the third grade, it is reasonable to expect that districts would increase their practice of delaying the placement of gifted students until the third grade if they are affected by the funding cap. Department of Education (DOE) staff managing the gifted program also indicated that the delaying practice may increase as a result of the funding cap.

District administrators we interviewed had mixed opinions about whether capping would affect the identification and placement of gifted students in grades K-2. Of the

three school districts that were affected by the cap in fiscal year 1995-96 none indicated that the cap has affected the placement of gifted students in grades K-2 this year. However, two districts indicated that the cap may affect placement in future years. We also interviewed district administrators in 12 other school districts. Four administrators indicated that over time the cap would increase the practice of delaying identification and placement of gifted students until grade 3, while eight indicated that it would not.

One reason capping may not immediately impact placement of gifted students in grades K-2 is that only three districts in the state were affected by the cap in fiscal year 1995-96. As the number of districts affected by the cap increases, DOE will be more able to make conclusions about the effect of capping on gifted program enrollment by grade level. Finally, the percent of total gifted FTEs in grades K-2 decreased slightly, from 11.8% in fiscal year 1994-95 to 10.8% in fiscal year 1995-96. However, this data would have to be analyzed over a period of several years to make definitive conclusions about the effect of capping on K-2 gifted program enrollments.

Question 4

Can any conclusions be drawn regarding the effect of delaying the identification and placement of gifted students until grade 3?

According to district staff, delaying the identification and placement of gifted students until grade 3 has both positive and negative effects.

In general, most districts are delaying (to some extent) the placement and identification of gifted students until grade 3. The percentage of gifted FTEs increases substantially in grades 3-5. District staff reported that delaying the identification and placement of gifted students until grade 3 has both positive and negative effects. According to responses we received from district administrators, the positive effect is that by delaying the placement of gifted students until the end of the first or second grade, teachers become more familiar with students and are able to more accurately refer students for placement into

the gifted program. Testing very young children before they are ready could also be harmful to their self-image if they do not pass the test. Furthermore, by delaying identification until the end of the first or second grade, districts are attempting to ensure that they do not exclude a student because of a lack of maturity. According to district staff, the negative effects of delaying identification of gifted students is that a school might not provide needed services to a gifted student. However, the elementary classroom structure and schedule is fairly flexible compared to middle school and high school; therefore, elementary teachers have more opportunities to provide various enhancement activities for their students.

Question 5

Identify the districts that operate a K-8 gifted program, but do not offer gifted programs at the high school level.

Twenty four school districts operate a K-8 gifted program, but do not offer gifted programs at the high school level.

School districts that operate K-8 gifted programs do not always operate a gifted program in grades 9-12. In fiscal year 1995-96, 24 school districts operating K-8 gifted programs are not operating 9-12 gifted programs. According to total district FTE counts, 18 of these districts have small student populations (less than 10,000 FTEs), five of these districts have medium student populations (between 10,000 and 100,000 FTEs), and one district has a large student population (more than 100,000 FTEs). Refer to Figure 3.

Figure 3
Twenty Four School Districts Operate a K-8 Gifted Program but Not a 9-12 Gifted Programs

Small Districts (Less than 10,000 FTE)[1]		Medium Districts (10,000 to 100,000 FTE)[1]	Large Districts (Greater than 100,000 FTE)[1]
Bradford	Jefferson	Alachua	Pinellas
Columbia	Levy	Charlotte	
Desota	Monroe	Collier	
Dixie	Okeechobee	Martin	
Gadsden	Sumter	Putnam	
Gilchrist	Suwannee		
Hamilton	Union		
Hardee	Walton		
Hendry			
Jackson			

[1] According to 1995-96 district data, there are:
32 school districts with student populations less than 10,000 (small);
28 school districts with student populations between 10,000 and 100,000 (medium); and,
7 school districts with student populations over 100,000 (large).

Source: Office of Program Policy Analysis and Government Accountability analysis of Department of Education data.

Forty-two districts offer gifted programs at the high school level, while one district does not have a gifted program. See Appendix A for a listing of all districts and the number of FTEs in the high school gifted program.

Based on interviews with 18 district staff, we found that school districts do not offer high school gifted programs because of the lack of need for the program. Primary reasons given were:

- Student needs are met through other programs: High school students' needs are being met through other programs such as advanced placement programs, international baccalaureate programs, and/or dual enrollment. Students believe that these programs better satisfy their educational objectives and will prepare them for college and/or their chosen career.

- Students choose not to participate: High school gifted students are opting for electives that prepare them for their chosen career or enable them to earn college credits. For example, a high school student dropped out of the gifted program to participate in the dual enrollment

program. The student was able to earn two years of college credits before graduating, an accomplishment the student would not have been able to achieve in the gifted program. Additionally, taking electives other than gifted classes allows high school students the opportunity to be with their peers.

- Teachers require additional training: To teach gifted students, a teacher must be certified in an academic area covered by Florida's certification requirements and complete 15 additional semester hours in gifted education ("gifted endorsement"). The "gifted endorsement" does not have to be renewed; however, teachers must renew their regular certificates every five years for the academic area covered by the certificates.

Question 6

Analyze and report on the most recent program membership data which shows the impact of Plan B on the student demographics of the program.

The percentage of minority students in gifted programs in districts with Plan B has increased 9% over the past five years. It is unclear if the increase is a result of Plan B.

In 1991, the Department of Education adopted a rule known as Plan B to encourage school districts to develop innovative strategies to increase the number of under-represented students in gifted programs. Under-represented students are defined in Plan B as students (1) whose racial/ethnic backgrounds are other than white non-hispanic, (2) who are limited English proficient, or (3) who are from a low socio-economic status family. To better facilitate the implementation of Plan B, DOE recommends that school districts choose target groups of students from under-represented groups within a given school, within a given geographic area, or districtwide as their pilot project. Based on the outcomes of the implementation of different strategies in Plan B over a five-year period, the Department of Education plans to develop a rule in 1997 that will require all school districts to develop plans to identify gifted students from under-represented populations.

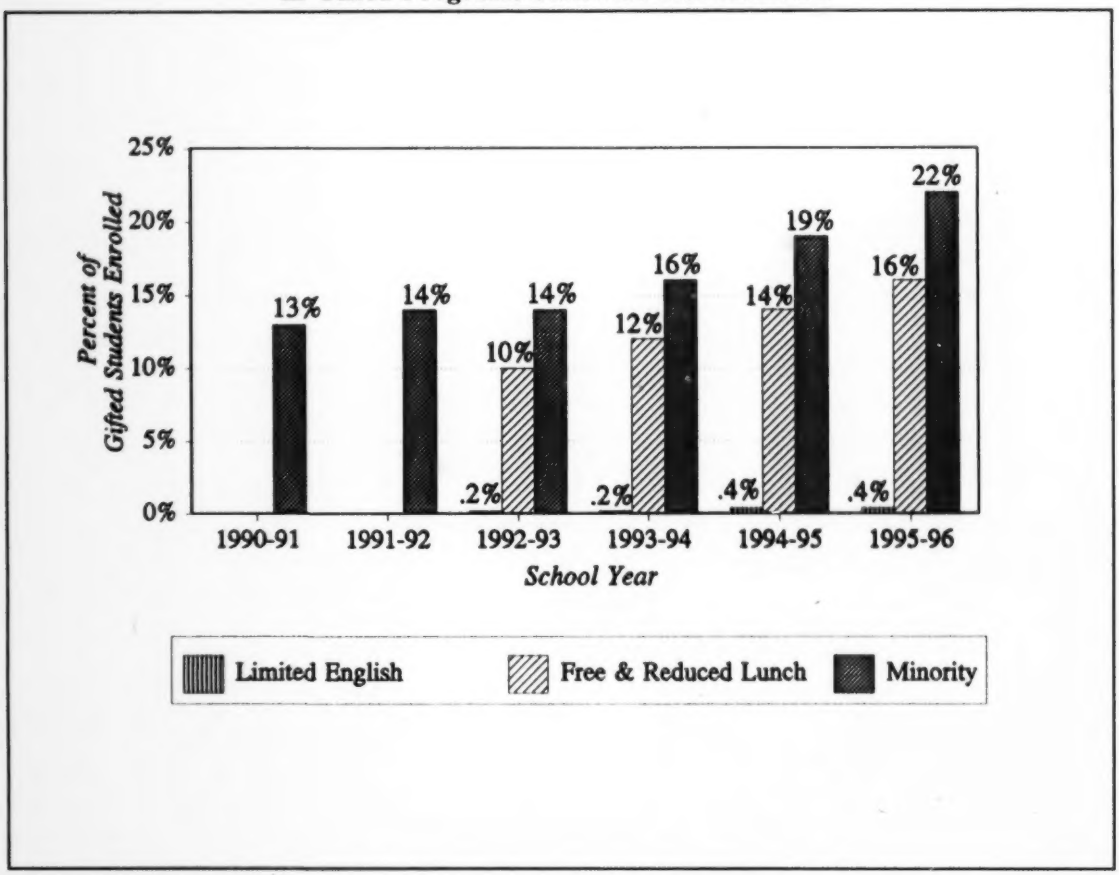
It is unclear if the increase in the membership of students from under-represented groups in gifted programs is a result of Plan B. Plan B has not been implemented statewide; its implementation is optional and has occurred in 48 school districts. The 48 school districts have implemented a variety of strategies to achieve the intent of Plan B. For example, Dade County chose 6 schools (out of 300) as their pilot project for Plan B. In addition, school districts vary in when they began implementing Plan B. Some districts submitted plans during the 1992-93 school year, while other districts submitted plans for the first time in 1995-96.

Overall, districts have experienced an increase in the number of under-represented students in gifted programs. However, the 48 school districts that have implemented Plan B have experienced greater increases in under-represented students than the 19 school districts that have not implemented it. The greatest increase in representation is in the percentage of minority students in gifted programs. Between the 1991-92 and the 1995-96 school years, the percentage of minority students in gifted programs in districts with Plan B increased by 9%. In contrast, minority representation in districts that have not implemented Plan B increased approximately 1%. Increases also occurred in the number of students in the other two under-represented groups for the 48 districts. Between the 1991-92 and the 1995-96 school years, the percentage of students with limited English proficiency in gifted programs in districts with Plan B increased by .11%. In contrast, the districts without Plan B saw a decrease of .25% between the 1991-92 and 1995-96 school years. Likewise, between the 1992-93 and 1995-96 school years, the percentage of gifted students eligible for free or reduced lunch in districts implementing Plan B increased by 6%.[4] In contrast, the percentage of gifted students eligible for free or reduced lunch in districts that have not implemented Plan B increased by 1%.

[4] Data for school year 1990-91 is not available for this group of students.

Statewide, there has been an increase in the number of students from under-represented groups in gifted programs. Refer to Figure 4.

Figure 4
Since 1990, the Percentage of Under-Represented Groups in Gifted Programs Statewide Has Increased



Source: Office of Program Policy Analysis and Government Accountability analysis of Department of Education data.

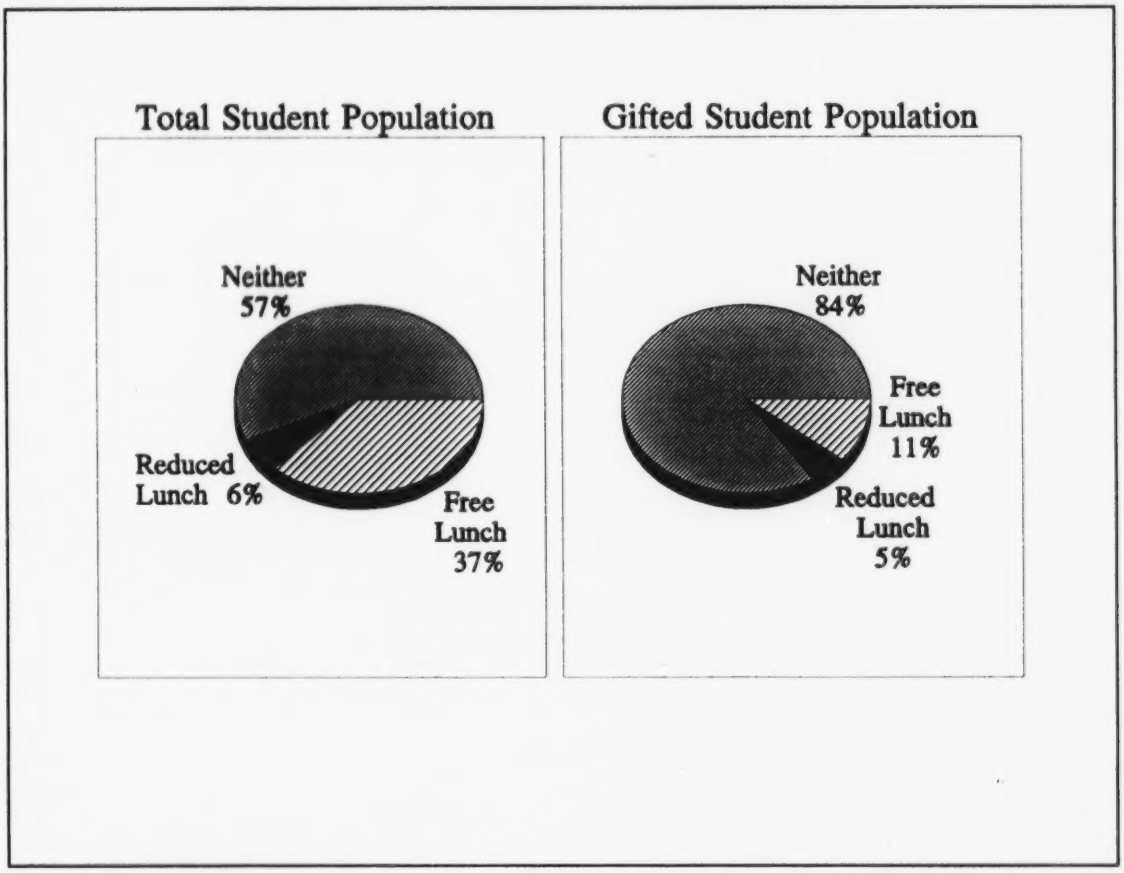
We analyzed student membership data from the under-represented groups in gifted programs statewide from 1990-91 to 1995-96. The greatest increase of representation has been in the percentage of minority students in gifted programs. Between the 1990-91 school year and the 1995-96 school year, the percentage of minority students in gifted

programs increased from 13% to 22% (See page 18 of this report for additional information on the number and percentage of minority students in the gifted program).

There has been a minimal increase of students in gifted programs statewide who have limited English proficiency. For example, since 1992, the growth in the percentage of students in gifted programs statewide who have limited English proficiency has been less than 1%. In 1995-96, students who were limited in English proficiency comprised 6% of the overall student population, but only .4% of the total gifted population.

Statewide, there has been an increase in the number of gifted students from low socio-economic status families (eligible for free or reduced lunch); however, these students are still under-represented. For example, the percentage of gifted students eligible for free or reduced lunch statewide increased by approximately 6% from 1992-93 to 1995-96. However, students eligible for free or reduced lunch comprised 43% of the total student population statewide, but only 16% of the students in gifted programs statewide. See Figure 5.

Figure 5
Fewer Gifted Students Eligible for
Free and Reduced Lunch Than Students Statewide



Source: Office of Program Policy Analysis and Government Accountability analysis of Department of Education data.

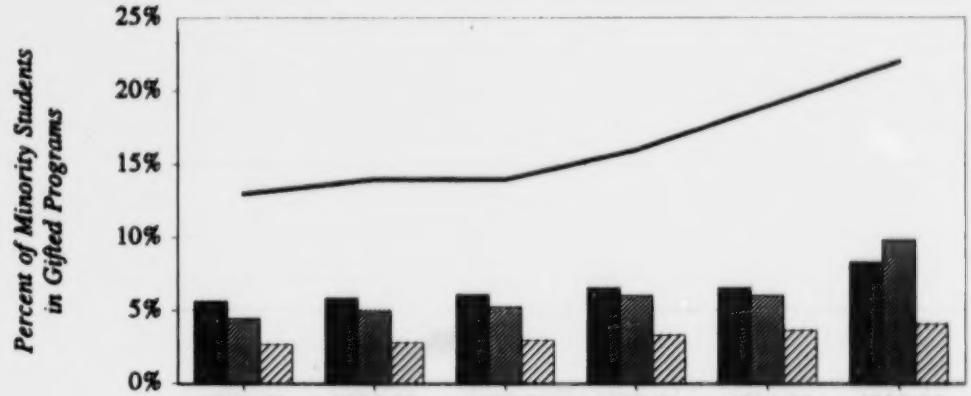
Question 7

Using a five-year span, quantify the number and percent of minority students in the gifted program compared to the number and percent of non-minority students in the gifted program.

The number of minority students in gifted programs statewide increased from 7,923 students (13%) in the 1990-91 school year to 18,659 students (22%) in the 1995-96 school year. In contrast, there was a corresponding decrease in the percentage of white non-hispanic students in gifted programs.

Gains in the percentage of minority students in gifted programs statewide have occurred since 1990. For example, the number of African-American students in gifted programs increased from 3,503 students (6%) in 1990-91 to 6,980 students (8%) in 1995-96. See Figure 6.

Figure 6
The Percentage of Minority Students in Gifted Programs Has Increased Since 1990



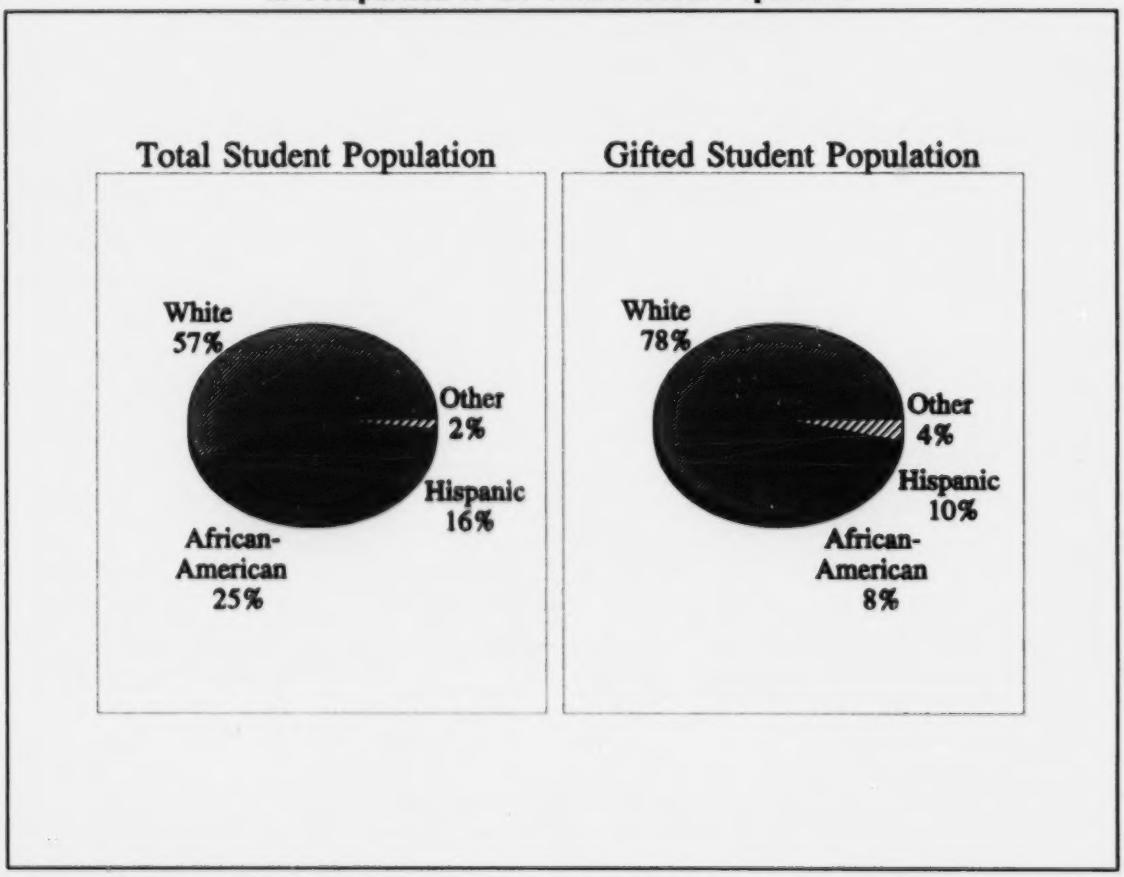
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
White	87.19%	86.39%	85.73%	84.09%	80.93%	77.81%
African-American	5.66%	5.83%	6.06%	6.55%	7.48%	8.30%
Hispanic	4.45%	4.96%	5.25%	6.03%	7.95%	9.81%
Other [1]	2.69%	2.82%	2.96%	3.34%	3.64%	4.08%
Total Minority	13.00%	14.00%	14.00%	16.00%	19.00%	22.00%

[1]Other includes Asian, American Indian, and multiracial students.

Source: Office of Program Policy Analysis and Government Accountability analysis of Department of Education data.

In comparison to the total percent of K-12 minority students, minority students are under-represented in gifted programs. See Figure 7. In the 1995-96 school year, minority students made up 43% of the student population statewide, but only made up 22% of the gifted programs statewide. In particular, African-American and Hispanic students are under-represented in gifted programs statewide. For example, in the 1995-96 school year, African-American students made up 25% of the student population; only 8% of the students in gifted programs statewide were African-American.

Figure 7
Minority Students, Are Underrepresented in Gifted Programs in Comparison to the Total Student Population



Source: Office of Program Policy Analysis and Government Accountability analysis of Department of Education data.

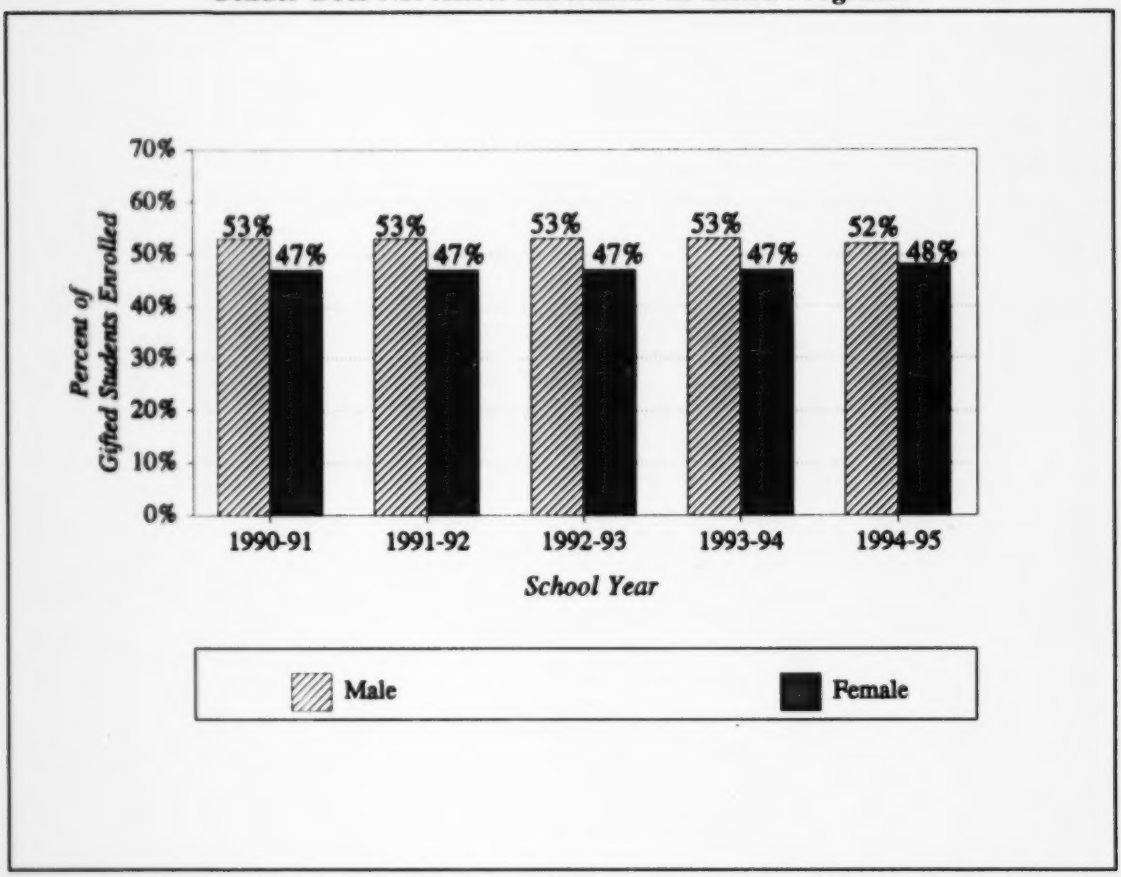
Question 8

Using a five-year span, quantify the number of students in the gifted program by gender.

Gender does not affect enrollment in gifted programs. The number of female students in gifted programs statewide increased from 29,257 students (47%) in the 1990-91 school year to 37,388 students (48%) in the 1994-95 school year. In contrast, the percentage of male students in gifted programs statewide decreased from 53% in the 1990-91 school year to 52% in the 1994-95 school year.

The number of female gifted students in the 1994-95 school year was 37,388 (48%) and the number of male students was 41,247 (52%). Gender does not affect enrollment in gifted programs. See Figure 8. The ratio of female and male students in gifted programs statewide is comparable to the ratio of female and male students in the overall student population.

Figure 8
Gender Does Not Affect Enrollment in Gifted Programs



Source: Office of Program Policy Analysis and Government Accountability analysis of Department of Education data.

Question 9

How many more schools would have been reported as "critically low" or on a warning list if the scores for gifted had been excluded from the data?

Preliminary data indicates few additional schools would be reported as critically low or on the warning list if gifted students' test scores were excluded.

The results of a Department of Education simulation test and the relatively few number of gifted students in comparison to the total number of students indicates few school

performance scores change when gifted students' test scores are excluded. Department staff developed and conducted a simulation test to determine whether additional schools would be reported as critically low or on the warning list if the scores for gifted students are excluded. [5] The simulation test was conducted only on middle schools because: (1) they have the largest percentage of gifted students, and (2) the complexity and amount of time Department staff indicated it would take to test all schools' performance scores.

The simulation test resulted in one additional middle school being identified as critically low when the results of gifted students tests were not included. The simulation test also resulted in an increase in the number of middle schools on the warning list from 51 to 59 (see Figure 9). The simulation excluded the gifted student test scores and compared the resulting school performance scores to the middle school scores in the 1995 School Performance Report for Florida's 450 middle schools.

[5] In November 1995 the Department of Education issued a report identifying the performance status of Florida's elementary, middle, and high schools. The report was based on student performance on the Norm Referenced tests, the Florida Writes' test, and the HCST test administered in 1994 and 1995, for a total of six test scores. Critically low schools were those schools that scored below the minimum scores on all six tests, and warning list schools scored below the minimum on four or five of the tests.

Figure 9
Gifted Student Test Scores Have Little Effect on School Performance Scores

School Performance Scores [1]	1995 School Performance Results (All Students) Number (%) of Middle Schools Receiving Score		Simulation Performance Results (Excluding Gifted Students) Number (%) of Middle Schools Receiving Score		Impact of Gifted Test Scores on Middle School Performance Scores Increase (Decrease)
1 Critically Low	31	(7%)	32	(7%)	1
2 Warning List	51	(11%)	59	(13%)	8
3 At or Below Minimum	60	(14%)	64	(14%)	4
4 At or Above Minimum	308	(68%)	295	(66%)	(13)
Total Number of Middle Schools	450	(100%)	450	(100%)	0

[1] Performance Scoring:

All Students (Statewide)	Gifted Excluded (Simulation)
1 = Critically low school (all 6 test scores are below minimum)	1 = Critically low school (all 3 test scores are below minimum)
2 = Warning list school (4 or 5 test scores are below minimum)	2 = Warning list school (2 test scores are below minimum)
3 = 1, 2, or 3 test scores are below minimum	3 = 1 test score is below minimum
4 = No test scores are below minimum	4 = No test scores are below minimum

Source: Department of Education data.

The relatively few numbers of gifted students in comparison to the total number of students also indicates few school performance scores would change. According to Department 1995-96 information, only 1.35% of total FTEs are generated by students enrolled in gifted programs. Excluding the test results of the few gifted students would have minimal impact on the overall test results. For example, 2.0% of Dade's 336,209 FTEs are generated by students enrolled in gifted programs (see Appendix A for gifted FTE count by district). Therefore, excluding gifted test scores in those districts with a smaller representation of gifted students would have even less impact on overall school scores.

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Given that middle schools have the greatest number of gifted FTEs, one would expect gifted students to have less of an impact on the performance scores of elementary and high schools. Middle schools have the largest representation of gifted students: 40% of the state's gifted FTEs are in middle school, versus 38% in elementary grades 3-5, and 11% in high school (see Figure 10). Therefore, excluding elementary and high school gifted student test scores would likely have similar or less impact on school performance results than did the simulation test for middle schools (e.g., increasing the number of critically low schools by one).

Figure 10
Middle Schools Have the Largest Percentage of Gifted FTEs

Grade Level	Total Number of FTEs in Basic Program	Percentage of FTEs in State's Basic Population	Total number of FTEs in Gifted Program	Percentage of FTEs in State's Gifted Population
Elementary school Grades K-2[1]	469,617.45	27%	3,141.58	11%
Elementary school Grades 3-5	424,820.59	25%	11,103.95	38%
Middle School Grades 6-9	384,596.44	23%	11,684.12	40%
High School Grades 10-12	415,662.02	25%	3,240.03	11%
State Total	1,694,396.63	100%	26,028.1	100%

[1] Elementary grades K-2 were not included for comparison purposes because the tests used to evaluate the performance of schools - the Norm Referenced tests, the Florida Writes test, and the HSCT test - are only administered to students in grades 4, 8 and 10.

Source: Department of Education data.

List of Appendices

Appendices

A. Total Gifted FTE Counts by Grade Level by District, Fiscal Year 1995-96 29

Appendix A
Total Gifted FTE Counts by Grade Level by District, Fiscal Year 1995-96

	GRADE LEVEL												
Districts	K	1	2	3	4	5	6	7	8	9	10	11	12
Alachua	0	20.33	49.95	73.57	105.06	111.52	92.8	84.89	81.41	0	0	0	0
	0.00%	3.28%	8.06%	11.88%	16.96%	18.00%	14.98%	13.70%	13.14%	0.00%	0.00%	0.00%	0.00%
Baker	0	0	0.2	1.02	2	0.8	1.34	0.22	1.12	1.98	1.54	1.54	1.54
	0.00%	0.00%	1.50%	7.67%	15.04%	6.02%	10.08%	1.65%	8.42%	14.89%	11.58%	11.58%	11.58%
Bay	0	0	0	50.45	64.17	76.02	59.62	60.79	57.13	46.81	33.14	8.26	3.68
	0.00%	0.00%	0.00%	10.97%	13.95%	16.52%	12.96%	13.21%	12.42%	10.17%	7.20%	1.80%	0.80%
Bradford	0	0.83	1.03	0.41	2.68	0.62	4.91	6.25	1.51	0	0	0	0
	0.00%	4.55%	5.65%	2.25%	14.69%	3.40%	26.92%	34.27%	8.28%	0.00%	0.00%	0.00%	0.00%
Brevard	0.2	10.15	36.88	54.03	81.94	89.83	113.14	197.67	165.62	112.6	38.58	23.66	17.64
	0.02%	1.08%	3.92%	5.74%	8.70%	9.54%	12.01%	20.99%	17.58%	11.95%	4.10%	2.51%	1.87%
Broward	0.51	12.93	73.44	159.1	223.5	290.54	355.75	328.87	285.4	171.69	163.46	49.4	26.63
	0.02%	0.60%	3.43%	7.43%	10.44%	13.57%	16.61%	15.36%	13.33%	8.02%	7.63%	2.31%	1.24%
Calhoun	0	0	0.14	0.75	0.28	0.77	0.34	0.28	0.52	0.36	0.41	0.61	0.26
	0.00%	0.00%	2.97%	15.89%	5.93%	16.31%	7.20%	5.93%	11.02%	7.63%	8.69%	12.92%	5.51%
Charlotte	0	1.85	4.54	6.18	9.49	12.17	23.71	36.42	26.68	0	0	0	0
	0.00%	1.53%	3.75%	5.11%	7.84%	10.05%	19.59%	30.09%	22.04%	0.00%	0.00%	0.00%	0.00%
Citrus	0	1.3	3.83	7.86	15.95	12.45	15.65	17.92	12.69	7.35	5.3	3.94	2.75
	0.00%	1.22%	3.58%	7.35%	14.91%	11.64%	14.63%	16.75%	11.86%	6.87%	4.95%	3.68%	2.57%
Clay	0	4.17	10.6	18.8	30.74	44.44	34.43	43.07	53.66	5.72	2.14	1.04	1.04
	0.00%	1.67%	4.24%	7.52%	12.30%	17.79%	13.78%	17.24%	21.48%	2.29%	0.86%	0.42%	0.42%
Collier	0	0.59	11.63	19.58	17.17	26.39	58.41	48.89	50.85	0	0	0	0
	0.00%	0.25%	4.98%	8.39%	7.35%	11.30%	25.01%	20.94%	21.78%	0.00%	0.00%	0.00%	0.00%
Columbia	0	0	1.49	1.91	2.76	5.52	9.13	5.73	5.1	0	0	0	0
	0.00%	0.00%	4.71%	6.04%	8.72%	17.45%	28.86%	18.11%	16.12%	0.00%	0.00%	0.00%	0.00%
Dade	27.53	216.48	548	806.19	834.28	943.26	818.86	607	514.79	189.36	97.39	58.56	41.42
	0.48%	3.80%	9.61%	14.14%	14.63%	16.54%	14.36%	10.64%	9.03%	3.32%	1.71%	1.03%	0.73%
Desoto	0.06	0.83	2.2	3.66	5.02	6.35	2.77	4.62	4.07	0	0	0	0
	0.20%	2.81%	7.44%	12.37%	16.97%	21.47%	9.36%	15.62%	13.76%	0.00%	0.00%	0.00%	0.00%
Dixie	0	0	0.12	0	0.35	0.35	0	0	0	0	0	0	0
	0.00%	0.00%	14.63%	0.00%	42.68%	42.68%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Duval	0.24	31.96	73.58	115.85	129.87	123.02	207.21	201.23	187.88	123.18	8.7	3.37	2.72
	0.02%	2.64%	6.09%	9.58%	10.74%	10.18%	17.14%	16.65%	15.54%	10.19%	0.72%	0.28%	0.23%

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Districts	GRADE LEVEL												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Escambia	0.1	9.2	39.78	65.31	67.14	77.3	76.82	83.98	84.27	23.77	28.92	5.09	1.87
	0.02%	1.63%	7.06%	11.59%	11.91%	13.72%	13.63%	14.90%	14.95%	4.22%	5.13%	0.90%	0.33%
Flagler	0	0.13	0.27	6.1	7.8	6.39	7.33	12.02	10.02	5.03	0.9	0.29	0.58
	0.00%	0.23%	0.47%	10.73%	13.72%	11.24%	12.89%	21.14%	17.62%	8.85%	1.58%	0.51%	1.02%
Franklin	0	0	0	0.08	0.23	0	0.08	0.04	0	0.04	0.04	0.04	0
	0.00%	0.00%	0.00%	14.55%	41.82%	0.00%	14.55%	7.27%	0.00%	7.27%	7.27%	7.27%	0.00%
Gasden	0	0	0.47	0.25	0	0.61	0.62	1.29	2.18	0	0	0	0
	0.00%	0.00%	8.67%	4.61%	0.00%	11.25%	11.44%	23.80%	40.22%	0.00%	0.00%	0.00%	0.00%
Gilchrist	0	0.17	0.15	0.34	1.56	0	0.35	0.87	0.87	0	0	0	0
	0.00%	3.94%	3.48%	7.89%	36.19%	0.00%	8.12%	20.19%	20.19%	0.00%	0.00%	0.00%	0.00%
Glades	0	0	0	1.28	0.43	0.86	0.94	0.47	0.71	0.71	0	0	0
	0.00%	0.00%	0.00%	23.70%	7.96%	15.93%	17.41%	8.70%	13.15%	13.15%	0.00%	0.00%	0.00%
Gulf	0	0	0.2	0.26	0.72	0.1	0.72	0.74	1.04	0.06	0.18	0.18	0.14
	0.00%	0.00%	4.61%	5.99%	16.59%	2.30%	16.59%	17.05%	23.96%	1.38%	4.15%	4.15%	3.23%
Hamilton	0	0	0	0	0.1	0.14	0.44	0.88	3.52	0	0	0	0
	0.00%	0.00%	0.00%	0.00%	1.97%	2.76%	8.66%	17.32%	69.29%	0.00%	0.00%	0.00%	0.00%
Hardee	0	0	0.12	4.73	4.23	4.89	2.98	1.72	1.4	0	0	0	0
	0.00%	0.00%	0.60%	23.57%	21.08%	24.36%	14.85%	8.57%	6.98%	0.00%	0.00%	0.00%	0.00%
Hendry	0	0.25	1.68	1.89	3.33	0.42	2.42	1.12	2.08	0	0	0	0
	0.00%	1.90%	12.74%	14.33%	25.25%	3.18%	18.35%	8.49%	15.77%	0.00%	0.00%	0.00%	0.00%
Hernando	0	0.97	2.36	4.1	6.81	9.61	13.75	20.19	20.07	13.85	8.36	7.85	3.24
	0.00%	0.87%	2.12%	3.69%	6.13%	8.65%	12.37%	18.16%	18.06%	12.46%	7.52%	7.06%	2.91%
Highlands	0.27	4.57	8.47	8.73	15.15	14	11.36	10.12	7.24	3.23	0.58	0.29	0.29
	0.32%	5.42%	10.05%	10.36%	17.97%	16.61%	13.48%	12.00%	8.59%	3.83%	0.69%	0.34%	0.34%
Hillsborough	11.11	140.08	394.7	491.45	531.25	521.1	442.18	406.05	342.79	160.66	184.35	93.24	5.81
	0.30%	3.76%	10.60%	13.19%	14.26%	13.99%	11.87%	10.90%	9.20%	4.31%	4.95%	2.50%	0.16%
Holmes	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Indian River	0	1.73	9.18	16.81	25.44	20.87	27.24	17.39	12.75	1.12	11.13	3.28	2.75
	0.00%	1.16%	6.13%	11.23%	17.00%	13.94%	18.20%	11.62%	8.52%	0.75%	7.44%	2.19%	1.84%
Jackson	0	0.62	2.69	6.38	11.93	9.69	3.93	3.73	3.31	0	0	0	0
	0.00%	1.47%	6.36%	15.09%	28.22%	22.92%	9.30%	8.82%	7.83%	0.00%	0.00%	0.00%	0.00%
Jefferson	0	0	0.42	1.27	2.97	1.76	0.49	0.81	0.32	0	0	0	0
	0.00%	0.00%	5.22%	15.80%	36.94%	21.89%	6.09%	10.07%	3.98%	0.00%	0.00%	0.00%	0.00%

Districts	GRADE LEVEL												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Lafayette	0	0	0	0	0.28	0.08	0.68	0.68	0	0.28	0.56	0	0
	0.00%	0.00%	0.00%	0.00%	10.94%	3.12%	26.56%	26.56%	0.00%	10.94%	21.88%	0.00%	0.00%
Lake	0	1.45	2.47	19.89	19.69	23.62	41.7	40.86	27.94	5.99	4.29	0	0.16
	0.00%	0.77%	1.31%	10.58%	10.47%	12.56%	22.17%	21.73%	14.86%	3.19%	2.28%	0.00%	0.09%
Lee	0	15.75	89.65	116.39	146.9	149.56	153.12	146.32	102.8	8.08	3.18	4.95	0.64
	0.00%	1.68%	9.56%	12.42%	15.67%	15.96%	16.34%	15.61%	10.97%	0.86%	0.34%	0.53%	0.07%
Leon	0.46	6.82	22.7	63.44	84.77	85.53	86.31	93.66	92.33	74.14	62.81	62.57	20.2
	0.06%	0.90%	3.00%	8.39%	11.22%	11.32%	11.42%	12.39%	12.22%	9.81%	8.31%	8.28%	2.67%
Levy	0	0.12	1.64	2.85	3.45	4	4.17	2.96	1.99	0	0	0	0
	0.00%	0.57%	7.74%	13.46%	16.29%	18.89%	19.69%	13.98%	9.40%	0.00%	0.00%	0.00%	0.00%
Liberty	0	0	0	0	0	0	0	0	0	0	0.17	0	0
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%
Madison	0	1.9	2.82	4.06	5.53	7.15	5.14	8.37	5.14	2.43	1.2	3.98	0
	0.00%	3.98%	5.91%	8.51%	11.59%	14.98%	10.77%	17.54%	10.77%	5.09%	2.51%	8.34%	0.00%
Manatee	0.35	2.98	9.49	12.82	18.79	19.26	16.92	14.67	12.73	1.03	0	0	0
	0.32%	2.73%	8.70%	11.76%	17.23%	17.66%	15.52%	13.45%	11.67%	0.94%	0.00%	0.00%	0.00%
Marion	0.81	6.32	14.71	22.76	28.18	30.98	24.12	27.94	23.02	0.62	0	2.94	3.56
	0.44%	3.40%	7.91%	12.24%	15.15%	16.66%	12.97%	15.02%	12.38%	0.33%	0.00%	1.58%	1.91%
Martin	0.18	1.65	7.39	16.27	27.32	30.37	14.19	8.63	18.28	0	0	0	0
	0.14%	1.33%	5.95%	13.09%	21.98%	24.44%	11.42%	6.94%	14.71%	0.00%	0.00%	0.00%	0.00%
Monroe	0	0.46	6.9	10.38	14.51	18.39	10.79	12.98	11.55	0	0	0	0
	0.00%	0.54%	8.03%	12.08%	16.88%	21.39%	12.55%	15.10%	13.44%	0.00%	0.00%	0.00%	0.00%
Nassau	0	0	1.36	1.39	2.42	2.7	5.71	6.29	7.07	0.37	0	0.76	0.37
	0.00%	0.00%	4.78%	4.89%	8.51%	9.49%	20.08%	22.12%	24.86%	1.30%	0.00%	2.67%	1.30%
Okaloosa	0	0	0	15.43	20	23.26	30.17	33.3	35.88	13.28	2.59	7.2	3.9
	0.00%	0.00%	0.00%	8.34%	10.81%	12.57%	16.31%	18.00%	19.39%	7.18%	1.40%	3.89%	2.11%
Okeechobee	0	0	0.8	1.23	2.04	2.44	3.31	2.86	2.86	0	0	0	0
	0.00%	0.00%	5.15%	7.92%	13.13%	15.70%	21.30%	18.40%	18.40%	0.00%	0.00%	0.00%	0.00%
Orange	0.2	12.87	39.21	59.63	70.24	82.11	102.7	132.2	119.89	72.45	65.62	57.2	29.19
	0.02%	1.53%	4.65%	7.07%	8.33%	9.73%	12.18%	15.67%	14.21%	8.59%	7.78%	6.78%	3.46%
Osceola	0	1.48	2.94	4.96	8.53	10.27	15.74	9.92	13.38	10.61	10.58	2.57	2.95
	0.00%	1.58%	3.13%	5.28%	9.08%	10.93%	16.76%	10.56%	14.24%	11.30%	11.26%	2.74%	3.14%
Palm Beach	136.94	198.53	244.9	299.53	316.12	336.39	329.06	297.96	293.56	112.77	80.28	4.56	1.02
	5.16%	7.49%	9.24%	11.30%	11.92%	12.69%	12.41%	11.24%	11.07%	4.25%	3.03%	0.17%	0.04%

BEST COPY AVAILABLE

	GRADE LEVEL												
Districts	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Pasco	0	0	0.2	50.18	64.22	74.5	26.92	21.19	20.73	16.95	6.98	5.8	1.9
	0.00%	0.00%	0.07%	17.33%	22.18%	25.73%	9.30%	7.32%	7.16%	5.85%	2.41%	2.00%	0.66%
Pinellas	2.8	53.91	108.13	133.79	158.4	185.88	221.88	199.54	182.34	0	0	0	0
	0.22%	4.32%	8.67%	10.73%	12.71%	14.91%	17.80%	16.01%	14.63%	0.00%	0.00%	0.00%	0.00%
Polk	0.41	21.38	65.84	121.75	144.97	170.09	123.28	105.51	88.72	11.64	0.89	0	0
	0.05%	2.50%	7.71%	14.25%	16.97%	19.91%	14.43%	12.35%	10.38%	1.36%	0.10%	0.00%	0.00%
Putnam	0	0.91	2.39	2.72	7.04	6.47	4.01	1.22	2.28	0	0	0	0
	0.00%	3.37%	8.84%	10.06%	26.04%	23.93%	14.83%	4.51%	8.43%	0.00%	0.00%	0.00%	0.00%
St. Johns	0	4.49	8.58	34.31	46.57	38.12	30.7	25.19	22.91	3.41	6.8	4.6	0
	0.00%	1.99%	3.80%	15.20%	20.64%	16.89%	13.60%	11.16%	10.15%	1.51%	3.01%	2.04%	0.00%
St. Lucie	0	13.95	33.85	44.16	53.91	57.34	63.4	65.37	72.16	16.67	10.17	0.5	0
	0.00%	3.23%	7.85%	10.23%	12.49%	13.29%	14.69%	15.15%	16.72%	3.86%	2.36%	0.12%	0.00%
Santa Rosa	0	0.42	5.14	9.46	11.71	11.31	14.04	22.36	18.98	6.5	4.96	2.37	1.56
	0.00%	0.39%	4.72%	8.69%	10.76%	10.39%	12.90%	20.55%	17.44%	5.97%	4.56%	2.18%	1.43%
Sarasota	0.09	18.08	79.67	115.03	141.2	147.37	145.63	128.38	112.29	83.27	61.33	51.23	34.63
	0.01%	1.62%	7.12%	10.29%	12.63%	13.18%	13.02%	11.48%	10.04%	7.45%	5.48%	4.58%	3.10%
Seminole	0.38	7.62	19.21	33.93	53.64	65.45	168.17	203.43	177.24	119.37	113.57	47.65	5.51
	0.04%	0.75%	1.89%	3.34%	5.28%	6.45%	16.57%	20.04%	17.46%	11.76%	11.19%	4.69%	0.54%
Sumter	0	0.57	1.19	3.71	2.29	3.7	3.04	3.37	1.77	0	0	0	0
	0.00%	2.90%	6.06%	18.89%	11.66%	18.84%	15.48%	17.16%	9.01%	0.00%	0.00%	0.00%	0.00%
Suwannee	0	0.21	0	1.47	1.68	2.73	4.16	2.36	1.58	0	0	0	0
	0.00%	1.48%	0.00%	10.36%	11.84%	19.24%	29.32%	16.63%	11.13%	0.00%	0.00%	0.00%	0.00%
Taylor	0	0.22	2.16	0.65	1.73	2.8	3.95	3.24	3.95	3.24	0	0	0
	0.00%	1.00%	9.85%	2.96%	7.89%	12.76%	18.00%	14.77%	18.00%	14.77%	0.00%	0.00%	0.00%
Union	0	0	0.34	0.51	0.34	0.65	0.65	0.81	0.32	0	0	0	0
	0.00%	0.00%	9.39%	14.09%	9.39%	17.96%	17.96%	22.38%	8.84%	0.00%	0.00%	0.00%	0.00%
Volusia	0.74	23.68	47.97	82.14	102.28	103.88	143.18	114.69	120.52	14.7	16.07	9.54	0.16
	0.09%	3.04%	6.15%	10.54%	13.12%	13.33%	18.37%	14.71%	15.46%	1.89%	2.06%	1.22%	0.02%
Wakulla	0	0.1	0.8	2	2.59	3.72	0.74	0.66	0.56	0.84	0.6	0.72	0.36
	0.00%	0.73%	5.84%	14.61%	18.92%	27.17%	5.41%	4.82%	4.09%	6.14%	4.38%	5.26%	2.63%
Walton	0	0	0.21	0.3	0.93	0.72	1.34	0.5	0.85	0	0	0	0
	0.00%	0.00%	4.33%	6.19%	19.18%	14.85%	27.63%	10.31%	17.53%	0.00%	0.00%	0.00%	0.00%
Washington	0	0	0	0.38	0.56	1.05	0.1	0.55	0.62	0.06	0.14	0.41	0.21
	0.00%	0.00%	0.00%	9.31%	13.73%	25.74%	2.45%	13.48%	15.20%	1.47%	3.43%	10.05%	5.15%

Source: Office of Program Policy Analysis and Government Accountability analysis of Department of Education data.

The Office of Program Policy Analysis and Government Accountability was established by the 1994 Florida Legislature to play a major role in reviewing the performance of state agencies under performance-based budgeting and to increase the visibility and usefulness of performance audits. The Office was staffed by transferring the Program Audit Division staff of the Auditor General's Office to the Office of Program Policy Analysis and Government Accountability. The Office is a unit of the Office of the Auditor General but operates independently and reports to the Legislature.

This Office conducts studies and issues a variety of reports, such as policy analyses, justification reviews, program evaluations, and performance audits. These reports provide in-depth analyses of individual state programs and functions. Reports may focus on a wide variety of issues, such as:

- Whether a program is effectively serving its intended purpose;
- Whether a program is operating within current revenue resources;
- Goals, objectives, and performance measures used to monitor and report program accomplishments;
- Structure and design of a program to accomplish its goals and objectives; and
- Alternative methods of providing program services or products.

The objective of these reports is to provide accurate, reliable information that the Legislature or an agency can use to improve public programs.

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